Last Updated: 4/24/18

Guidance for Completing Carl Perkins IV Application
Wisconsin Department of Public Instruction
FY 2018-2019

Application Overview

Beginning with the 2018-2019 grant application cycle, the Carl Perkins Act IV grant application will be processed and managed through the DPI WISEgrants portal. The following provides information as to the requirements as well as guidance on completing the CPA IV application within the WISEgrants system along with other required forms. Resource materials for completing the application are provided within this guide or as links. Technical Assistance and required documents can be found on the Carl Perkins Application Website.

Application Timeline

Activity	Date
New grant year available in WISEgrants	March 1
Application due	April 30
Application review by DPI	April 1 – June 15
Application corrections/approvals	May 1 – June 30
Grant year begins	July 1

Subaward Requirements

a. All applicants must have a minimum allocation of $15,001.

b. Consortium agreements should be in place between the fiscal agent and member districts.

c. Applicants must employ a licensed CTE Coordinator who provides leadership for CTE programing and the Carl Perkins IV grant for the district and serves as the DPI contact.

d. Assurances: CTE Coordinators, agencies and signing authorities should read and fully understand each assurance. By signing the assurances, the **fiscal agent's** authority certifies that all information is true and correct; agrees to maintain documentation at the local level; and conducts approved programs in accordance with state and federal laws, rules, and regulations throughout the grant period.
    i. General assurances are those items that are required under EDGAR (Education Department General Administrative Regulations), or related laws for which the fiscal agent is required to provide documentation in the event of an audit.
    ii. CPA IV assurances are those items that are required under CPA IV or CPA IV State plan.

e. All sections completed to the detail required by the application deadline.

f. Annual updates are required for the following sections:
    i. Federal Core Performance Indicators;
    ii. CPA IV Budget; and
    iii. POS Narrative sections (on an as needed basis prior to the five year renewal).

g. A 5-year application renewal updates are required for the following sections:
    i. CTE Program Narrative

Pre-Application Tasks

a. CTE Coordinators and others who need access to WISEgrants must have a professional WAMS ID. To register, users should use a work e-mail address connected to their WAMS account. The WAMS "A Quick-Start Guide" can assist with this process.

b. Complete LVEC/CTEC Contact Information via Google Forms (CPA IV application website)

Consortium fiscal agents must also complete the District Designee contact list and upload it to the last question on the LVEC/CTEC Contact Information form. The two documents should <u>not</u> be submitted separately.

Access to the WISEgrants portal

a. The application is accessed through the WISEgrants portal by personnel who have been granted access to the system by a security administrator at the LEA.

b. Once in the portal, click on "Application Claim Review" and select CPA IV to begin the application process. Only approved users will be able to access any part of the CPA IV application or authorizations.

c. The Guide to Accessing New Grants provides step by step guidance for accessing CPA IV related functions.

Grant Management:

Every district must select if they plan to manage their own funds, join a consortium or surrender their funds back to DPI. If a consortium is selected, the district "Authorizer" must electronically sign the required verification form under the heading "Authorizations", verifying that the LEA is joining the consortium selected.

Application Instructions

The application consists of the following four main sections. The boxed text in the narrative sections of this guide provides key elements and examples to consider when providing comprehensive narrative responses.

The sections of the application are as follows:

- Non-Compliance with Core Performance Indicator workbook (found on CPA IV application website)
- Career and Technical Education Work Plan Narrative (WISEgrants)
- Program of Study (POS) Narrative (WISEgrants)
- Budget (WISEgrants)

Non-Compliance with Federal CPA Performance Indicators [CPA IV, SEC 123 4(b)]

The purpose of the Non-compliance narrative is to ensure LEAs are aware of those areas in which they are not meeting federal performance goals for Career and Technical Education and to develop a plan to meet the goals. Further, if an indicator has not been achieved for three years in a row, "Continuous Improvement" requires that a portion of the allocated CPA IV grant funds be directed to evidence based strategies designed to meet the required performance level.

The Non-compliance district profiles are located on the CTE CTEERS website while the Core Performance Indicators workbook is located on the CPA IV Application webpage. The workbook contains detailed instructions (Directions Tab) related to the spreadsheet and workbook functions. Once completed, the workbook must be uploaded to the WISEgrants Non-Compliance with Performance Indicator section of the application.

1. The LEA Non-compliance information is found within the 16-CI-LEA-DB tab of the workbook. Notice the indicator(s) that your district/consortium is in non-compliance with (denoted by a "No") in any of the Core Indicator columns as labeled: 1S1, 1S2, 2S1, 3S1, 5S1, 6S1 and 6S2. A "No" means that neither Standard A nor Standard B (see CTEERS District Profile report) was met.

2. Complete the narrative cells for sections A, B and C of the Non-compliance tab as needed, based on Non-compliance scores ("No") for each indicator.

3. Once completed, save the workbook as: Noncompliance-Fiscal agent name, in an electronic file for your records and upload it to WISEgrants via the WISEgrants Non-Compliance with Core Performance Indicator screen.

Non-Compliance Narrative:
Applicants must complete the narrative cells within the workbook (Non-compliance tab) for those core indicators in which there is non-compliance. At least one activity (strategy) must be described, that the LEA will implement to gain compliance with an indicator. For consortia, all districts that are in non-compliance on the same core-indicator can be grouped together within the workbook as long as the activities indicated apply to all of the non-compliant districts.

Part A: Indicate your district's strategy to address non-compliance.

> Activities/strategies to be implemented should be mindful and relevant to the indicator that is in non-compliance, with a focus on coming into compliance. Example: to address 1S2, "Math and CTE content area teachers will participate in PD that will focus on district math scores and promising practices related to course integration. Teachers will then work together to strengthen math curriculum for students participating in CTE."

Part B: For a LEA that has all 3 columns of "No" for an indicator (over the last three years), indicate the activity/strategy in which CPA IV funds will be used to address the non-compliance to bring percentages into compliance. ***CPA funds*** must be utilized to improve outcomes and must be reflected in the Budget Section of the application with the rationale "*Non-compliance with Performance Indicators*".

> Activities/strategies should be mindful and relevant to the indicator that is in non-compliance. Relevant expenses must be identified in the budget through Non-compliance with Core Performance Indicator rationale.

Part C: Compliance with Monitoring: All fiscal agents must describe the process or policies that are in place to ensure that accurate reporting to DPI occurs. If you feel there is a discrepancy in the data, describe findings and the any corrective action taken.

> Outline quality data collection and reporting procedures and protocols that ensure accurate collection and reporting of data to DPI.

CTE Program Narrative Questions (10 questions) [CPA IV, SEC 134(b)]

[This section's responses will cover the LEA for a period of five years. If there are changes to the program prior to that time, updates should be made at the time of annual application.]

Each LEA/Consortium fiscal agent shall describe how Career and Technical Education programs are carried out. Each question is limited to approximately 800 words. Responses should be clear and concise and provide a clear picture of what is taking place within the district or consortium.

Consortia fiscal agents should group districts together according to similar approaches/strategies for each question when providing the response. All districts should be reflected in the responses.

1. Describe how professional development related to integration of coherent and rigorous content aligned with challenging academic standards and relevant Career and Technical Education will be provided to teachers, administrators and school counselors.

> List the type and purpose of PD opportunities available to district personnel, particularly related to the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE courses/activities. <u>Example</u>: Districts <u>XX</u> and <u>YY</u> are establishing PD to address academic standards so that students may receive science equivalency credits. Instructors will then align content in Core Subject areas. In addition PD related to NTO science will ensure that counselors, support staff and

academic personnel are aware of current occupational data and trends. The PD includes five workshops throughout the year where employers will be brought in to present information on emerging opportunities in new fields and provide an understanding of developments and occupational forecasts in science and medical industries locally and throughout the state.

2. Describe how a wide variety of stakeholders/partners will be involved in CTE programs. List actively involved organizations: groups from business and industry; education; technical college; workforce boards; students and parents and include how they will be involved in each of the following: Development, Implementation and Evaluation of CTE programs. {drop down menu with some fill-in required}

Select actively involved partners/stakeholder groups (individuals or agencies) from drop down menu. A stakeholder/partner is considered active if entity participates in at least the development, implementation or evaluation of CTE programs. The name or affiliation should be stated along with a clear and concise description of their role within development, implementation or evaluation of CTE programs. At least one partner must be a representative from an institution of higher education.

3. How are partners/stakeholders informed of CTE and POS offerings (choose top 1-3 strategies you utilize) {drop down menu}:

Choose the option(s) that best reflect how partners/stakeholders are informed of CTE and POS offerings by choosing the method(s) the district utilizes to ensure knowledge of and how to access programs. Select 1 to 3 options (or "other"). "Other" should clearly describe how partners/stakeholders are informed about CTE and POS offerings.

4. Describe how CTE students will be encouraged to enroll in rigorous and challenging courses in core academic subjects.

Describe ongoing methods or activities used to encourage and increase the numbers of CTE students that enroll in rigorous and challenging courses in core academic subjects. Example: Students learn about the academic requirements of CTE careers through the ACP process and meetings with school counselors. During the ACP and course selection process, school counselors recommend rigorous courses for students that align with CTE courses of interest. We have created charts reflecting coursework connection to certification and degrees. Academic and CTE teachers as well as CTSO advisors disseminate information on emerging employment and industry trends to students and parents for discussion during parent teacher conferences.

5. Describe how barriers related to access and success of Special Populations will be identified and addressed (include strategies related to engagement in high-skill, high-wage and high-demand occupations).

Explain activities that are provided to ensure equal access to programs leading to high-skill, high-wage and high-demand occupations for SP. Appendix A provides a list of common strategies that districts may be using. Example: District principals and school

Counselors monitor course enrollment data to identify disproportion based on sex, race, color or disability. If disproportionality is identified, we meet with school personnel to review materials or procedures that may be a contributing factor and discuss ways to counter the disproportion. **District AA** has prioritized inclusion of special population by focusing on ongoing career development for SP students with their school counselors as well as special programs for parents. **Districts BB and CC** are identifying minority, female, and disabled role models from occupations where they are traditionally underrepresented, to serve as mentors to students and provide job shadowing and/or tutoring opportunities. Recently we started a support group for students comprised of these volunteers. Participants also participate in a field trip to "Sunshine College" to observe NTO programs in auto service and machining.

6. Describe how students who are members of Special Populations will not be intentionally or unintentionally discriminated against based on their status of SP.

Example: All CTE program brochures include a non-discrimination statement and are reviewed for possibly un-intended discrimination by the district publication review committee. We look to create materials that portray males or females, minorities or those with disabilities, in programs and occupations in which these groups traditionally have not been substantially represented. In addition PD is provided to the counseling staff on equity and how to recognize discrimination and barriers to equal educational opportunities for students. If we discover that disproportionality in classes exist, a scan is completed to determine whether or not it is a result of messaging, sex-biased counseling or discriminatory counseling or assessment methods.

7. Describe how **Non-Traditional Occupational (NTO)** training and activities will be supported, encouraged and promoted.

Provide a clear description of activities that support, encourage and promote NTO training among students, partners and other stakeholders. Appendix A provides a list of common strategies. Example: **District AA and BB:** Collaborated on an annual summer internship program that combines high school credit with employment. These programs also encourage students' further educational attainment in their linking academic preparation with job requirements. **District XX and YY**: Arranged for representatives of the following NTO industries to conduct group sessions for students on monthly basis re: opportunities and required coursework. The focus over the next five years will include NTO Pathway courses for elementary education, and health care fields including nursing for males and automotive service technicians and mechanics, machining and landscaping for female students.

8. Describe how school counselors will provide linkages to postsecondary education and training opportunities for all students.

Describe how school counselors provide linkages to postsecondary education and training opportunities for CTE students. While the required Academic and Career Plans are a good starting point, further describe the activities and how they are provided to link CTE

secondary students to postsecondary opportunities and training (such as through participation in articulated courses). Provide examples of connections. Example: Our counselors monitor ACP plans and meet with their assigned students as a group and individually at least once a year to discuss postsecondary planning and next steps dependent on the year students are in school. We recently began putting greater emphasis on the freshman and sophomore level meetings to ensure students are aware of the opportunities available to them well in advance to inform current course selections based future goals. School counselors have created the “College Credit” flyer, which lists opportunities for dual credit, and is shared with all students and parents annually during course selection.

9. Describe planned strategies/efforts to recruit and retain CTE teachers and facilitate the transition to teaching from business and industry.

Wisconsin has many pathways to teacher licensure. Describe planned strategies to recruit and retain CTE teachers and facilitate the transition to teaching from business and industry or (at minimum) activities to educate district leadership on the licensing options available. https://dpi.wi.gov/tepdl/pathways. Example: CTE teacher job postings all include information on the Technical Specialist Permit path. We have already hired one person through this path and provide weekly mentoring opportunities, not only with CTE staff in our district, but regular meetings with an assigned school counselor and Vice Principal. We have also determined priorities in terms of professional development which includes equity and learning styles training. Further, we have worked with our local workforce development One-stop Career Center to make them aware of our need for teachers in technology.

10. Indicate 1-3 evaluation methods that will be used by your agency to evaluate and improve POS and CTE programs annually. {choose 1-3 from drop down menu}

The Perkins Act requires that programs be evaluated on an ongoing basis to improve CTE programming. Common evaluation methods are listed in drop down. Indicate the top 1-3 methods of evaluation used annually to evaluate CTE program outcomes. “Other” should clearly describe methods the district uses to evaluate programs and outcomes, not listed.

Program of Study (POS) Narrative [CPA IV SEC 134(b)(3)(A)]

All CPA grant recipients (LEAs) must be implementing at least one Program of Study (POS) to receive funds. As part of the application, one POS must be detailed in the narrative sections. Note that the POS selected, must be identified as a needed pathway for students in Wisconsin as a result of a local needs assessment including labor market information; workforce, community and economic development needs; and collaborative partnerships have been developed with industry leaders and postsecondary partners as part of the process. Thus the POS elements must be either in “Implementation” or “Refinement” stage and may not have any elements in “Development” at the time of application. Wisconsin Program of Study (POS) Implementation Component Rubric

Note: **Consortia** must identify as many programs of study as needed (answering the questions below for each POS chosen) in order to reflect all members' involvement in the POS development, implementation or refinement. Fiscal agents should group districts together by including the names of districts who have similar approaches/strategies to address each of the narrative questions when providing a response.

11. Select the **POS** from the drop down menu.

Example: Journalism and Broadcasting are selected by the Consortium.

12. Needs assessment:

    a. Wisconsin Labor Market Information reflects a high demand for occupations related to this POS in your area. {drop down **Yes** or **No**}

    a. List the Consortium members who are developing (D), implementing (I) or refining (R) this POS.

Example: **Journalism and Broadcasting:** Districts AA and BB are in the development stage; CC and DD are in the implementation stage.
Construction: District AA, DD and EE are in the Implementation stage.

    b. What additional support exists for the continued implementation/refinement of this POS? {choose top 1-3 reasons from drop down}
    c. Select 1-3 additional areas of support the district utilizes for the implementation and/or refinement of this POS.

13. POS Narrative (four questions):
    a. Describe how the POS is connected to relevant career and technical education content in a coordinated, non-duplicative progression of courses. Include examples of alignment to postsecondary education.

Clearly describe how this POS is connected to relevant careers, technical education content in a coordinated and non-duplicative progression of courses with alignment to postsecondary education coursework. The LEA should describe the progressive sequence of courses within the POS. Example:
For the Finance POS: The consortium conducts quarterly stakeholder CTE meetings which include local industry and postsecondary education and consortium school districts to determine priorities and educational needs of a young workforce on a quarterly basis. The Scope and sequence of courses are further discussed and articulation agreements are supported.
Related to the Restaurant and Food Management POS:
Districts AA and YY: Have Articulation agreements with Sunshine Technical College for ___ and ___ courses.

b. Describe how the academic skills of participating students are strengthened through the same coherent and rigorous content and standards as are taught to other students. Include overview of policies, process or requirements that are implemented.

Clearly describe activities, policies, processes or requirements that the district has in place to ensure CTE students' academic skills are strengthened through coherent and rigorous content. Example: **Districts CC and DD**: Evaluate test scores on an annual basis, particularly related to math and literacy in order to identify performance disproportion between CTE students and non-CTE students. If disproportionality exists internal committees are created to determine if PD or if another activity is needed to address the issue. **In Districts AA and DD** all students participate in ACT and Aspire in order to strengthen academic skill sets. In addition, **DD** provides an opportunity for Transcripted Credit in the Finance POS. **All districts** have been able to create course alignment with Introduction to Heathy Information and Intro to Health Care Management with "Sunny Day Technical College", so that courses can be taken while in H.S. and students can receive their CNA while in H.S. **Districts BB and ZZ:** Assemble employer/industry leaders to review relevant academic and CTE course materials on bi-annual basis to ensure relevant course content. Teaching methods include integration of technology and problem based approaches, higher-order thinking skills and competency-based learning.

c. Describe the activities or process by which students are provided strong experiences in, and understanding all aspects of the POS (provide examples).

Provide specific examples of activities the district engages students in and processes in place to provide strong experiences in understanding all aspects of the identified POS. Example: We have collaborated with "Technology Today Company" to provide WBL activities such as job shadowing and short term internships for a dozen students each year. Secondly, we have increased strong experiences by adding medical related Youth Apprenticeship opportunities with "Independent Senior Care". Student involvement in DECA CTSO are open to all students who have an interest. These organizations provide multiple activities and competitions that expose students to all aspects of an industry.

d. List opportunities provided for students to participate in dual or concurrent enrollment programs, industry-recognized credentials/certificates or list course articulation agreements that are in place for the POS or will be in place by end of grant period, including the name of the postsecondary institution(s).

List specific opportunities available for students that are related to the identified POS, the credentials available, articulation agreements, etc. and the postsecondary institution(s) involved. Example: Students are able to obtain certificates in ___ through UW ___ and "Sunshine Tech College". Popular college credit courses students are involved in include _____ and ___.

Budget

Every budgeted item must be targeted for use during the grant period July 1 – June 30. When completing the budget section, applicants must enter (key-in) the following:

1. The item being purchased connected to the appropriate category/function code. (Note: consortia fiscal agents may not code all items under a purchased service; reserving this only for services the fiscal agent purchases as described in WUFAR).
2. The cost per unit and how many units (Equipment).
3. The connection to a POS that is in development, implementation or refinement.
    a. Equipment purchases are only permissible for a POS in the implementation or refinement stage unless prior approval by DPI is granted. See: CPA IV Equipment Purchase Guidance
4. The "Rationale" for the expense. Applicants select a CPA IV ***Required*** activity from the drop down menu provided.
    a. ***Other Permissible Activities*** may be selected as long as all ***required activities*** are being met through CPA IV grant funds or with verification that another funding source is being used to support any non-budgeted ***required*** activities.
5. The school district (consortium-only)
6. Additional detail as needed to clarify a purchase.

Examples:

Personnel Salary/Fringe:
Item: Teacher stipends to update curriculum (over summer) for Manufacturing I and II courses **Cost:** $200 **POS:** Manufacturing **Rationale:** "To link CTE at secondary level with postsecondary level through POS."
Non-capital Object:
Item: CNC mill **Cost:** $1,000 (1) **POS:** Manufacturing POS. **Rationale:** "Improve, expand, adapt, and modernize equipment to strengthen POS through relevant technology."

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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Budget Guidance for Completing Carl Perkins IV Application
Wisconsin Department of Public Instruction
FY 2018-2019

Grant funds are supported through the Carl D. Perkins Career and Technical Education Improvement Act of 2006, P.L. 109-270. These guidelines are intended to provide Carl Perkins Act (CPA) IV grant recipients with the information they need to develop and implement CPA IV funded Career and Technical Education (CTE) programs in compliance with all applicable regulations.

Fiscal agents are responsible for the integrity of the grant; ensuring that expenditures follow the purpose and the intent of the law.

Use of CPA IV funds must supplement, and not supplant, non-federal funds expended to carry out CTE programs and activities. "A presumption would arise if an eligible recipient used Perkins funds to provide services that the State or an eligible recipient (1) was required to make available under other Federal, State or local laws." *

Allowable spending resources:

- Education Department General Administration Regulations (EDGAR)
- 2 C.F.R., Part 200, Uniform Grant Guidance
- US Department of Education Non-regulatory guidance
- Carl Perkins Career and Technical Education Act IV of 2006 and State Plan

Except where otherwise authorized by statute, costs must meet the following general criteria to be allowable for Federal awards [2 C.F.R. §200.403].

- Necessary and reasonable for performance of the Federal award and allocable to the program
- Conform to limitations or exclusions set forth in [2 C.F.R. §200.403] or in the federal award
- Be consistent with policies and procedures of the entity
- Be accorded consistent treatment. E.g.: A cost may not be assigned as a direct cost if any of the cost incurred for the same purpose in like circumstances has been allocated as an indirect cost
- Not be a cost or used to meet cost sharing or matching requirements of other federally financed programs [§200.306(b)]
- Be adequately documented

DPI's primary spending function categories include:

Supervision & Coordination: 223 000 series includes those administrative expenses related to an LVEC/CTE Coordinator position (not to exceed 5 percent of the total grant).

Instruction: 130 000 and 431 000 series includes the instructional activities dealing directly with the interactions between staff and students.

Support Services 200 000 series are services that provide technical and logistical support to facilitate and enhance instruction.

A **planning budget**, based on DPI planning figures must be completed as part of the application process. Once Subawards are granted with the actual allocation of the grant, recipients must modify their budget within WISEgrants to reflect the actual award amount.

***** "Except as permitted by CPA IV SEC 324 (C) (2) provided with non-Federal funds in the prior year; or (3) provided with non-Federal funds for non-career and technical education students but charged to CPA IV funds for CTE services." [US Department of Education Non-Regulatory guidance, May 2009].

Administrative Expenses

Limited to 5% of the grant subaward. This includes activities necessary for the proper and efficient performance of the recipients' duties under the CPA IV, including the supervision of such activities as well as both direct and indirect administration costs. It does not include curriculum development activities, professional development or research. Administrative costs are not required to be connected to a Program of Study development, implementation or refinement activity.

Examples of allowed administrative expenses:

- Direct: Program oversight, grant application tasks or the travel and supplies needed to carry out such tasks.
- Indirect: Costs an agency elects to recover related to activities not identified in the grant, but incurred for the joint benefit of programs such as accounting, budgeting, purchasing or operations

Program Expenses/Assumptions

The intent of CPA IV is the growth and improvement of CTE programs, particularly related to Programs of Study (POS). In determining program costs, funds should be directed to the development, implementation, and/or refinement of POS.

Therefore, expenses should meet (at minimum) the following assumptions:

1. The expense is either for the purpose of (or fundamental to) developing, implementing or refining a Program of Study (POS) as outlined in the Guide for Developing Programs of Study and/or to address required improvement related to the federal Core Performance Indicator scores;
2. Is a CTE course taught by a CTE licensed instructor;
3. The expense, rationale and the POS are identified in the DPI approved budget as required;
4. The expense is targeted to activities for students in 7th grade or above;
5. Expenses must be reasonable and necessary and serve an integral role in the development, implementation or refinement of a POS **or** to meet Core Performance Indicators; <u>and</u>
6. The funds supplement and do not supplant non-federal funds targeted for such activities.

In the budget section of the application, expenses must be tied to a specific POS with the exception of administrative costs, professional development, travel, substitute pay.

<u>Additional Guidance</u>

In addition to the requirements above, the following guidance and examples provide points to consider in determining appropriate expenses.

Example: The purchase is related to POS Development/Implementation/Refinement

- Is the activity appropriate and needed for a sequence of courses leading to employment or enrollment in postsecondary education?
- Will the activity improve the technical <u>and</u> academic skills of CTE students?
- Is the activity needed to provide students with strong experience in all aspects of an industry?

Example: Activity/purchase related to increasing Federal Core Performance Indicators

- Will the expense assist the LEA in meeting or exceeding the required Core Performance Indicators?

Commonly requested budget items

The purchases must first meet all six assumptions.

The following examples of expenditures, budget objects and guidance for allowable expenditures are not all-inclusive, but provides information for further consideration when determining allowable costs.

Expenditure:	**Allowable if:**
Expenditures for *appropriately licensed CTE teachers* (i.e. salary, fringe, course materials)	● Outside of regular work. ● School Counselors may be eligible if there is a strong connection to the development, implementation or refinement of a POS.
Professional Development (fees, travel)	● The teacher is an appropriately licensed CTE teacher OR ● Is attending with an appropriately licensed CTE teacher and relevant connection to CTE POS is evident. ● Approval must be given from DPI for *non-CTE licensed teachers*.
Tuition for dual credit courses	● District grants credit for the coursework and is ● Limited to CTE POS courses.
Equipment	● Aligns with Perkins Equipment expenditure rules.
Certifications/training fees	● For CTE students or teachers related to POS
Substitute teachers	● The sub is used for a licensed CTE teacher on a CTE related field trip or professional development ● A sub may be used for non-CTE licensed teachers if the teacher is working in collaboration with licensed CTE teacher
Consumable materials, supplies, and replacement parts	● Materials, supplies, and replacement parts are allowed but should make up a limited part of the budget
Student Transportation	● Relevant CTE field trips, such as business and industry visits
Memberships in business, technical, and professional organizations	● For purpose of professional development support
CTE Summer programs	● Falls within the correct time-frame of the grant. Note: Summer activity may have to be split between two grant periods.
Adaptive equipment	● Assists in ensuring equal access to students covered under 614(d) of IDEA and section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access *

*** Support Services for Special Populations:** Any services or the leasing, purchasing, upgrading or adapting equipment, including instructional aids to support special populations in CTE must be consistent with the goals and purposes of CPA IV and only used to the extent needed to address specific barriers to successful participation in career and technical education. Funds should supplement, not supplant assistance otherwise available from non-Federal sources to provide like assistance.

Purchased Services

The following examples are allowable expenses provided the expense meets the six assumptions.

Consultants: Consultants or trainers for activities to advance initiatives such as curriculum development professional development to improve CTE teaching strategies and academic course integration. The dollar amounts to be expended and the specific activities and/or services provided by consultant.

Travel: Travel for CTE related professional development must meet the stated assumptions.

Field Trips: The purpose of travel must be curriculum or career related.

Examples:

- Administrative, professional, educational, technical type services
- Payment to a professional instructor such as Registered Nurse licensed with the Department of Health Services to teach the Nursing Assistant certificate program at the high school.
- Professional Development registration, guest speakers, trainers, travel
- CTE student travel to participate in employment-based activities related to student's POS.
- Teacher dues for CTE professional associations related to the agency's membership (if not involved in lobbying activities).
- Fees for student's technical skill assessment that is aligned with industry-recognized standards and the student's POS coursework.
- Supplies and equipment to support CTSO if an integral part of the CTE/POS curriculum.

Not Allowable:

- Property related costs such as utilities, building usage, repairs and maintenance. Generally this category is considered supplanting (as it does not supplement normal district expenses), however there may be situations when an exception can be granted by DPI CTE Team.
- CTSO student travel
- Non-instructional activities such as social assemblage or entertainment or travel
- College exploration or application
- Scholarships or wages for student internships
- Advertising (promotional items, booth space, etc.)
- Academic and Career Plan activities such as training to deliver ACP services; general career counseling activities; resume writing, employment applications, applying to colleges or financial aid, college exploration and financial literacy
- Reality Store event as it focuses on financial literacy and is not connected to a specific POS.

Non-Capital Objects

The following examples are allowable expenses provided the expense meets the six assumptions.

Supplies: Instructional supplies and materials, textbooks. Generally items with a life expectancy of less than one year and would not be classified as a fixed asset nor posted into the annual inventory. Sufficiently detailed information should be provided for all supplies requested and include the unit cost and number to be purchased.

Minor Equipment: under the acquisition cost of the lessor of $5,000 or entity's capitalization policy

Examples:

Allowed:

- Upgrading technology in the CTE classroom such as smart boards, computers and software for instruction.
- Minor equipment or supplies specific to the POS such as tools, safety clothing, machining equipment.

Not allowed:

- Equipment for a POS in the development stage
- Career exploration software (Career Cruising or any other)
- Purchase of supplies, jackets and other effects of personal use or ownership
- Purchase of awards of recognition of students, advisor or other individuals
- Promotional or "give-away" items
- ACT test prep module (now available for all students in WI, so Perkins funds cannot be parceled out for use with CTE students)

Capital Objects:

The following examples are allowable expenses provided the expense meets the six assumptions and the POS is in the implementation or refinement stage.

Equipment: Items in excess of the lessor of $5,000 per unit or entity's capitalization policy and having a useful life of more than one year. A LEA/Consortia fiscal agent may use its own definition of equipment provided that such definition include the equipment defined under §200.33, meet the requirements set forth in Uniform Grant Guidance 2 CFR §200.313 Equipment, EDGAR, Sec. 75.618 Equipment and Supplies and 2 CFR §200.405 Allocable Costs.

Examples:

Allowed:

- Upgrading technology in the classroom or lab to meet industry standards.
- Instructional Equipment

Not allowed:

- Equipment for administration of grant
- Equipment for a CTE course that is not required as part of POS
- Equipment for a POS in development stage

Personnel Services

The following examples are allowable expenses provided the expense meets the six assumptions.

Salaries: Considerations include time (Part-time/Full-time/stipend), title of person(s), purpose, duties, total salary and percentage of time that is grant funded. Stipends may be paid to employees for approved CTE program services and activities beyond the employee's contracted time.

Note: CPA IV funds cannot be used for *non-CTE licensed teachers*. There are limited situations in which non-CTE teachers may be permitted for joint professional development opportunities connected to CTE, requiring prior approval from DPI.

Examples:

Allowed:

- The CTE Coordinator may fall under both administration and non-administration as there are administration responsibilities as well as non-administration-related coordination duties. Coordination duties must be addressed through time and effort reporting.
- Stipends may be paid to a CTE teacher to initiate a new POS or work with team to create alignment of curriculum outside of the employee's contracted time.
- Substitute teacher while CTE teacher is attending professional development or other allowable activity.

Not Allowed:

- Time that a CTE teacher participates in a CTE field trip during the regular school day.

Budget Modification

A planning budget, based on DPI planning figures must be completed as part of the application process. Once Subawards are granted with the actual allocation, recipients must complete a budget modification within WISEgrants to reflect their budget for the actual award and are subject to approval by DPI reviewer. Claims against the grant cannot be made until the budget has been modified and approved.

CPA IV Application Resources

***Terms*: CPA IV Terms and Definitions**

***Appendix A*: Common Strategies for addressing barriers related to Special Populations and NTO**

***Appendix B*: Core Performance Indicators Numerator/Denominator definitions**

***Appendix C*: CPA IV Required and Permissive Uses of Funds**